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ABSTRACT

This final performance report for the Eagle Valley Library District literacy project begins with a section that provides quantitative data. The next section compares actual accomplishments to the following objectives for 1992-93: (1) design and implement a literacy program that provides instruction to adults who wish to develop or improve reading, language, and computation skills through the use of trained volunteers; (2) recruit 30 additional students for a one-to-one literacy program and keep a total of 50 students in the program; (3) provide services to achieve Goal 5 of "Colorado 2000 Communities" (i.e., "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship"); and (4) establish and carry out an ongoing evaluation process. Proposed and actual expenditures are compared. Activities undertaken are described, including library materials acquired, training, and workshops presented. The role of the library, contributions of other organizations, facilities used, and project impact are summarized. Attachments include a list of student materials, newspaper clippings, press releases, public service announcements, newsletters, and evaluations of the director and program assistant. (MES)

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ED 416 869

Eagle Valley Library District, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINANCIAL STATUS REPORT

(Short Form)

(Follow instructions on the back)

1. Federal Agency and Organizational Element to Which Report is Submitted	2. Federal Grant or Other Identifying Number Assigned By Federal Agency	OMB Approval No.	Page	of
U.S. Department of Education	R167A20188	0348-0039		pages

3. Recipient Organization (Name and complete address, including ZIP code)

Eagle Valley Library District P.O. Box 240 Eagle, CO 81645
(formerly Eagle County Public Library)

4. Employer Identification Number	5. Recipient Account Number or Identifying Number	6. Final Report	7. Basis
84-1149543		■ Yes ☐ No	☐ Cash ☐ Accrual

8. Funding/Grant Period (See instructions) From: (Month, Day, Year)	To: (Month, Day, Year)	9. Period Covered by this Report From: (Month, Day, Year)	To: (Month, Day, Year)
10/1/92	9/30/93	10/1/92	9/30/93

10. Transactions:	I Previously Reported	II This Period	III Cumulative
a. Total outlays	0	33 567	33 567
b. Recipient share of outlays			
c. Federal share of outlays			
d. Total unliquidated obligations			
e. Recipient share of unliquidated obligations			
f. Federal share of unliquidated obligations			
g. Total Federal share (*Sum of lines c and f*)			
h. Total Federal funds authorized for this funding period			33 567
i. Unobligated balance of Federal funds (*Line h minus line g*)			0

11. Indirect Expense	a. Type of Rate (*Place "X" in appropriate box*) ☐ Provisional ☐ Predetermined ☐ Final ☐ Fixed			
	b. Rate	c. Base	d. Total Amount	e. Federal Share

12. *Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.*

13. Certification: **I certify to the best of my knowledge and belief that this report is correct and complete and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.**

Typed or Printed Name and Title	Telephone (Area code, number and extension)
Colleen Gray, Program Coordinator	303-949-5026
Signature of Authorized Certifying Official	**Date Report Submitted**
Colleen D. Gray	12/28/93

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Standard Form 269A (REV 4-88)
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FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

INSTRUCTIONS FOR PREPARING FINAL PERFORMANCE REPORT

Authority: Library Services and Construction Act, as amended, Public Law 98-480

General

The Final Performance Report will be used to provide information and data to the U.S. Department of Education for the Library Literacy Program, LSCA Title VI - CFDA No. 84.167.

The Final Performance Report for LSCA Title VI grants is required to be sent to the U.S. Department of Education 90 days after the end of the award period.

Submit an original and two copies to:

Executive Officer
Office of Educational Research
and Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 602
Washington, D.C. 20202-5530

Attention: 84.167 Final Performance Report

INFORMATION TO BE SUBMITTED IN THE FINAL PERFORMANCE REPORT

Grantees should include the following information in their Final Performance Report:

Part I: General Information

1. Name and address of organization receiving grant. For joint projects, provide complete list of all participating institutions or organizations.

2. Name and telephone number of persons preparing this report.

3. Grant Number (R167A~~2010~~).

4. Grant amount awarded and the actual amount expended. REPORT ON FEDERAL LSCA TITLE VI FUNDS ONLY.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_x_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_x_ Recruitment
_x_ Retention
___ Space Renovation
___ Coalition Building
_x_ Public Awareness
_x_ Training
___ Rural Oriented
_x_ Basic Literacy
___ Other (describe)_____

___ Collection Development
_x_ Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
_x_ Intergenerational/Family
_x_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_x_ Intergenerational/Families
_x_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_x_ Laubach _x_ LVA ___ Michigan Method
___ Orton-Gillingham _x_ Other (describe)

Colorado Department of Education supplies Area Resource Teachers (ARTS) experienced adult basic skills teachers, who provide training for volunteer tutors and teachers working in local programs.

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

_x_ one-on-one tutoring _x_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _x_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

The program uses the Comprehensive Adult Student Assessment System with students with low reading and math skills. The Basic English Skills Test is used with English as a Second Language students. Both tests are used as a pre and post test.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

We used the Basic English Skills Test for English as a Second Language student which is administered orally. For the low level reader, we use the Comprehensive Adult Student Assessment System as a pre and post test. Fifteen students improved their test score by one grade level in reading. Thirty-two English as a Second Language students improved their test scores from the beginning level to the intermediate.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

_x_ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
_x_ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 74
Of those served, how many received direct tutoring service? 73
How many hours of direct tutoring service did they receive? 2,115
How many new volunteer tutors were trained? 40
How many current volunteer tutors received additional training? 21
How many volunteer tutors (total) were involved? 70
How many non-tutor volunteers were recruited? 9
How many service hours were provided by non-tutors? 360
How many librarians were oriented to literacy methods, materials, and students? 3
How many trainers of tutors were trained? 2

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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LSCA FINAL PERFORMANCE REPORT

1. A COMPARISON OF ACTUAL ACCOMPLISHMENTS TO THE GOALS AND OBJECTIVES SET FORTH IN THE APPROVED APPLICATION.

OBJECTIVE #1: To design and implement a literacy program which provides instruction to adults who wish to develop or improve reading, language, and computation skills through the use of trained volunteers.

To meet this goal, the literacy project recruited 48 new volunteers, 3 more than our goal of 45. In addition to 30 volunteers from the previous two years. We did not purchase any paid advertising but used press releases to advertise fund raising events and student accomplishments (see enclosed).

Governing board members and/or staff spoke at the following organizations: Eagle Vail Valley Rotary Club, Lion's Club, Successful Parenting Class, Interfaith Chapel Board meeting and Family Center, an interagency council, the Human Resource Council (a branch of the County Commissioners), Chapter I Parents' Meetings at two elementary schools, Social Services and the Eagle County Probation Office.

2. Forty new volunteers were trained using Colorado Department of Education certified resource teachers. The training sessions were held at Colorado Mountain College and the Avon Library. Twenty-one current tutors received additional training. The program coordinator and assistant coordinator attended the following conferences: Colorado Association of Adult Educators, Rocky Mt. Ser and the U.S. Dept. of Labor's Workplace and Literacy

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Conference. Colorado Department of Education's Adult Mini -Conference and the Laubach Trainer Workshop.

3. We planned on holding bi-monthly meetings to provide on-going support of volunteers. However, we had very few tutors attend and we found that periodic calls from tutors to the coordinator and assistant or office visits made for teaching materials and instructional methods were more effective ways to communicate. Additionally, volunteers currently working with students attended training sessions with new volunteers to share ideas. Literacy publications such as the "Written Word," "The Reader" and Coors' "Pass It On" were distributed to volunteers. A quarterly newsletter from the program coordinator's office was sent to volunteers, board members, donors and Delta Kappa Gamma, a women's educational sorority.

4. Adequate teaching materials such as Oxford University Press' Crossroads for English as a Second Language and the Oxford Picture Dictionary were available to ESL volunteer tutors. A multi-level activity book that complements the Crossroads workbook is available for copying at the Avon Library branch. Reading for Today and Reading for Tomorrow from Steck-Vaughn publishing were used with low-level reading students. Some materials from Laubach were used with students who learned best phonetically.

5. A library of non-consumable resources for students and volunteers were purchased and housed at the Avon Library for students and tutor check-out. The resources include text, videos and computer programs. (see attached bibliography)

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OBJECTIVE #2: To recruit thirty additional students for a one-to one literacy program and keep a total of 50 students in the program.

1. Eagle County Volunteers for Literacy continued to use the referral network established in the first year of operation. A number of students came to the program through referrals by Public Health, Eagle County School District Re50J, Eagle County Social Services, the Resource Center, and Colorado Mountain College, and the Eagle County Probation Office. Local media churches, businesses, government agencies and service organizations receive the quarterly newsletter.

Letters to the editor and local radio stations were not sent because we did not need to expand our recruiting efforts. The local newspapers have been supportive of the program in presenting feature articles in their papers. Public service announcements were aired to recruit both students and volunteers. We did not use posters at referral sources around the county but used business size cards at such places as Public Health, Social Services and Job Service.

Easy to read business cards were inserted into welfare checks by Eagle County Social Services.(enclosed). Word-of-mouth was most effective in recruiting new students. Many English as a Second Language students called because they had a friend or relative in the program.

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Seventy-four new students were recruited during project period Oct 1, 1992 to September 30, 1993. Three continuing students participated in the program during that time.

Objective #3: To provide services to achieve Goal #5 of Colorado 2000 Communities: A Plan for Achieving the National Education goals in our Communities. "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities to citizenship."

1. Our objective was to implement workplace literacy programs in the community. We worked with Vail Associates, the largest employer in the county in providing English as a Second Language instruction. Other companies were contacted, however, most were interested in distributing flyers and cards but not initiating a formal program.

2. Twenty-three students were directly referred to the literacy program by Colorado Mountain College. Three literacy students are now attending the College to work on their GED. We are pleased with the reciprocal referral arrangement that has occurred with the College and the literacy program. Additionally, a "Family of Readers" workshop to teach parents to read with their children was presented to Colorado Mountain College's Successful Parenting Class.

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Objective #4: To establish and carry out an ongoing evaluation process.

Student interviews were conducted in April and September. Students comments included: "I can now help my son with his homework." -Theresa. "I have volunteered to help in my daughter's classroom. Before I was too embarrassed to pronounce words. My child is doing better in school."-Susan "I'm using more english at work. I can tell guests where to find things in the hotel."-Clara "I've been promoted from housekeeping to the front desk."-Rachel.

Tutor surveys completed in April and September.

Overall the literacy program received high marks in all areas reviewed. Tutors rated the program in the following areas and an average score was compiled (1-poor 10-excellent)

training	8.70
support materials	
from literacy office	9.25
books/materials	8.00
communication with literacy office	9.00
student testing	9.00

In addition, tutors were asked what other topics they would be interested in learning more about. Most responded that they would like more training in the following areas: English as a Second Language, Adult Learners, and Family Literacy. Asked how do you think the program could be improved, one tutor responded that he would like more training available on a regular basis. We have responded with a set training schedule. Another tutor responded that her students should meet other than in their home -options are being looked at. We have experienced limited space availability at the libraries and have utilized the literacy office

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more. A veteran tutor said that, "Program seems to be meeting needs of both students as well as volunteers. As is always the case more publicity for program as well as results is bound to be helpful." Participating organizations were surveyed by phone on employer/employee satisfaction with the program, usefulness on the job, changes in self-esteem. All found the literacy program responsive to the employers' needs and the students' needs. Many felt the program was quick to serve and placed tutors and students together in a timely way.

The literacy staff, a half time coordinator and assistant were evaluated by the Board of Directors and volunteers. Volunteer tutors were evaluated by themselves, coordinator and students. Student progress was evaluated by interviewing students after forty-five hours of instruction and upon exit of the program as to their improvement in areas they've identified as important. e.g. student can now read labels in store but couldn't before.

Fifteen students improved their test score by one grade level. Thirty-two English as a Second Language students improved from the beginning level to an intermediate level. Other students left the program before completing 45 hours or enrolled in the program later and have not received 45 hours of instruction.

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PROPOSED AND ACTUAL EXPENDITURES

		PROPOSED	ACTUAL
A.	SALARY AND WAGES	[illegible]	[illegible]
B.	FRINGE BENEFITS	[illegible]	[illegible]
C.	TRAVEL	[illegible]	[illegible]
D.	EQUIPMENT	[illegible]	
E.	SUPPLIES	[illegible]	[illegible]
F.	CONTRACTUAL SERVICES	[illegible]	
G.	LIBRARY MATERIALS	[illegible]	[illegible]
H.	OTHER	[illegible]	[illegible]
I.	Total Direct Charges	[illegible]	[illegible]
J.	Indirect Charges		
K.	TOTAL PROJECT COSTS	[illegible]	
L.	Program Income		

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3. ACTIVITIES

Library Materials were purchased and housed in the Avon Library the most central library for tutors from both ends of the county (see attached bibliography). The materials included resource materials on teaching reading to low-level readers, methodology and theory on language acquisition and videos on learning to read. Training was provided. The following are training topics and dates:

11/18/92	Orientation
11/30/92	Language Experience Approach
12/15/92	Spelling
3/03/93	Orientation
3/15/93	Writing Techniques
3/31/93	English as a Second Language
6/09/93	Orientation
6/16/93	Language Experience Approach
9/16/93	Orientation
9/18/93	Mountain Regional Training (attached agenda)

Orientation training goals include identifying local program services, philosophy and administrative design, demonstrating an awareness of the illiteracy problem on a local and national level, defining functional literacy and the reading process, identifying effective tutor roles and responsibilities, and recognizing characteristics of the adult learner.

Participants who attend Language Experience Approach workshops should be able to recognize the goals and underlying principles of the Language Experience Approach, follow the suggested steps in using the LEA, elicit a Language Experience story from a student using his/her language based on an experience or visual and prepare follow-up activities for sight word, phonics, word attack and other decoding instruction.

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The Ingram is a manual which helps teachers how to use the Crossroads text with beginning and intermediate ESL students. Crossroads is a two-level adult series in English as a second language. It integrates a competency-based approach with systematic grammar presentation. Covers the four skills of listening, speaking, reading and writing. Tutors also learn how to create activities for ESL students.

Writing techniques participants can identify a description of models of teaching writing and components of the writing process. Identify pre-writing activities. Prepare a writing lesson using the Crossroads text. Prepare a writing lesson using the Crossroads text. Prepare a writing lesson for filling out forms or applications.

Life skills reading participants can describe the goal and underlying principles of teaching reading. Identify components of effective reading lessons. Design pre-reading activities. Design comprehension exercises that focus on specific reading skills. Design extension activities that allow for student application of life skills reading.

The Mountain Regional Training was a cooperative effort of Eagle County Volunteers For Literacy and Garfield Adult Literacy Program. The event was hosted at Colorado Mountain College-Vail and over thirty volunteer tutors and GED/developmental studies instructors attended (attached programs).

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MOUNTAIN REGION MINI-CONFERENCE
ADULT BASIC EDUCATION

Teacher / Tutor Training

Saturday, September 18, 1993
CMC Vail Center
1310 West Haven Drive

9:00 to 9:30 a.m.	**Welcome and Gathering**
9:30 to 11:55 a.m.	**ESL Workshop:** ***Pronunciation Tips*** Activities for teaching American pronunciation at all levels will be demonstrated. **Basic Skills Workshop:** ***Process Writing*** GED and advanced level writing techniques will be demonstrated and practiced.
12:00 to 12:50 p.m.	**Lunch** -- Box lunches are available for $6.00. Please see below.
1:00 to 3:00 p.m.	**ESL Workshop:** ***Total Physical Response*** Background information on TPR will be presented, participants will practice the technique for use with beginning level students. **Basic Skills Workshop:** ***Level 5-8 Reading*** Reading skills will be identified and activities for teaching those skills will be demonstrated.

Please cut on the dotted line, fill out the form and mail by September 9th. Include $6.00 for lunch.
Mail to: **Colleen Gray, Eagle County Volunteers for Literacy 303 949-5026**
P.O. Box 608 Minturn, Colorado 81645

Name _____ Date _____

Program _____ Enclosed $6.00 for lunch ___yes ___no

I will attend these workshops: _____

_____

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The coordinator and assistant coordinator also attended conferences for professional development and to improve their abilities as literacy tutors. The following is a list of conferences:

Feb Program Literacy Workshop

Mar Adult Mini-conference

Apr Colorado Association of Continuing Adult Education

Jun Reader for Adult Basic Education grants

Jun Colorado Mountain College Non-profit workshop

Sept Rocky Mt. Fed. Tech. Ed Labor Literacy Conference

Oct Laubach Trainer Workshop

5. THE LIBRARY'S ROLE

The Library was involved initially in the implementation of the literacy program in Lodi. The head librarian created a task force and applied to the State of Colorado for LSCA funds. The library continues to oversee the program, is fiscally responsible and evaluates the program's goals and objectives as well as literacy staff. Librarians are available to orientate volunteers and students to the library. Many students have become library patrons for the first time in their lives. The library provides library space for instruction, workshops and training.

The literacy program had its second annual book sale in July 1991. All branches of the library were used as drop off points for donated books and passed out flyers on the sale. The program raised nearly $1,100 from the sale.

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Additionally, each library distributes brochures on the literacy program and librarians answer questions from interested users and refer them to the program coordinator.

The assistant coordinator was invited to speak at two elementary schools to an audience of theater for parents. She brought a number of children's books from the Eagle Valley Library District as well as applications for library cards. One parent stated that 'I didn't know that the library was free.' He readily signed up for a library card.

6. AGENCIES AND ORGANIZATIONS

The following agencies and organizations have volunteered their services for the literacy program or were involved in the coordination and planning of the literacy program.

Eagle County Volunteers for Literacy
Eagle County School District
Eagle County Head Start
Colorado Mountain College
Eagle County Social Services
Eagle County Public Health
Colorado Rockies Prevention Program
The Family Center, an interagency council
Eagle Vail Valley Rotary Club
Vail Valley Foundation

6. NAMES AND LOCATIONS OF LIBRARIES AND OTHER SITES

Minturn Library Branch
Red Cliff Library
Eagle County Library
Avon Library
Colorado Mountain College- Vail
Colorado Mountain College-Eagle
Benchmark Trailer Court Clubhouse
Eagle County Volunteers for Literacy Office

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7. IMPACT OF FEDERAL PROJECT

74 individuals received instruction in reading, writing or English as a Second Language instruction. Eagle County Volunteers for Literacy provided a workplace literacy class in English as a Second Language for Vail Associates, the largest employer in the county. Volunteer tutors provided 2,116 hours of instruction, and volunteer hours were compiled for clerical assistance, travel and board participation.

Fifteen students raised their reading level more than one level. Thirty-two English as a Second Language students improved their BEST (Basic English Skills Test) from the beginning to an intermediate level. The remaining students were not tested because they left the program before completing 40 hours of instruction. For example, all of the Vail Associates ESL students left at the end of April at the end of ski season to return to Mexico.

A number of students have expressed that they are more independent in meeting their daily needs. For example, some students have stated that they can now read notes sent home from their child's school. One student was able to pass a cosmetology licensing exam and obtain employment in this field because of her tutor's help. A teacher from Eagle County school district reported that an elementary student's class work improved drastically and she credited his mother's participation in the literacy program as the main factor.

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Student Materials
The following is a list of consumable materials that are used with students.
Steck Vaughn

Grammar Rules-Book 1
Grammar Rules-book 2
Teacher's Edition-Book 1
Teacher's Editions Book 2
Real Life English Book 1
Teacher's Edition Book 1
Wkbk Real Life Eng Bk 1
Reading for Today Bk 1
Reading for Today Bk 2
Reading for Today Bk 3
Reading for Today Bk 5
Communication for Today Bk 5
Te Reading for Today Bk 5
Te Reading for Tomorrow Bk 1
Communication for Tomorrow Bk 1
Te Read for Tomorrow Bk 2
Comm for Tomorrow Bk 2
Te Read For Tomorrow Bk 3
Comm for Tomorrow Bk 3
Becoming an Inf Citizen
Math Matters-Whole Numbers

Contemporary

Math Skills Funct'l App
Math Skills Funct'l App
Insights Reader's Choice
Discoveries
Connections
Reader's Choice
All Spelled Out B
All Spelled Out C
Oxford University Press
Listen First
Listen First Cassetes
Crossroads 1
Crossroads Teacher's Edition
Crossroads 1 Cassettes
Crossroads 2
Crossroads Teacher's Edition
Crossroads 2 Cassettes
Edge on English Bk 1 Grammar
Edge on English Bk 2 Grammar
All Spelled Out Books A-D
Parenting Set (6 book set)
New Beginning Reading Books 1-8

Glencoe-MacMillan/MacGraw Hill

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RESOURCE MATERIALS

Eckstein, Richard M. Directory of Operating Grants. Florida: 1992.
Ellis, Susan. From The Top Down, The Executive Role in Volunteer Program Success. Philadelphia: 1986.
Hall, Mary. Getting Funded a Complete Guide to Proposal Writing. Portland 1988.
Junior League of Denver. Colorado Foundation Directory. Denver 1992.
Laying the Foundations from Push Literacy Now
Rice, Ruth. English Teacher's Book of Instant Word Games. The Center for Applie Research in Education. New York: 1991.

TESOL Quarterly. A Journal for Teachers of English to Speakers of Other Languages, Inc.

Computer Software

Bi-Directional Translation, Spanish Assistant

Spell It Plus

New Math Blaster

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...lent problem: local group takes on literacy dilemma

But challenge is identifying those who need help; only fraction of residents now served

By Pam Holmes

Anyone who is reading this sentence likely takes his or her ability to do so pretty much for granted.

But for a surprising number of Eagle County residents, this basic skill is beyond their grasp.

"It really is a silent problem," offered Colleen Gray, program coordinator for Eagle County Volunteers for Literacy.

The local literacy effort was launched in July 1990 with money from a Library Services and Construction Grant through the U.S. Department of Education. The program is dependent on the continuation of grant funds for its year-to-year existence. For 1993, the grant totalled $35,000 which pays for Gray's part-time salary, the salary of part-time assistant coordinator Janet Rivera and program operating cost.

During the first year, the program served 20 students. That number has swelled to 55 this year. Gray acknowledged the number of students currently enrolled likely represents only a fraction of the county residents who would benefit from the program.

Beyond the stigma associated with illiteracy, Gray said students are difficult to reach. Mass mailings and newspaper stories cannot target the people who need the program's services.

"At first students were difficult to identify," she said. "Now, we are finding students are recruiting other students."

She said roughly half of the students enrolled speak English as a second language. The other half are characterized as low level readers.

"Our students usually come with low level skills, not no skills," Gray explained. "What surprises me most is what people are able to do without reading skills."

State Survey

In 1991, the State Board of Education commissioned an extensive study of adult literacy in Colorado. The study, titled "Silent Crisis" found more than one-third of Colorado employers rated their semi-skilled employees as poor or fair in reading skills and nearly half rated these employees as poor or fair in math skills.

The study defines literacy as "the possession of basic communication and computational skills that enable individuals to solve problems, to meet their own objectives and to function effectively in our rapidly changing society. Communication skills include reading, writing, speaking and listening. Computational skills include using arithmetic to solve problems."

Gray discovered by personal experience how well hidden literacy skills can be. She was enjoying Sunday brunch at the Westin Hotel in Vail with a friend of 10 years when the woman mentioned she would like to have the literacy program tutor her son, who was having difficulty reading. The woman then mentioned she also had a hard time with reading and was subsequently discovered to be a low-level reader who enrolled in the program.

COLLEEN GRAY

Students in the literacy program are not given "Dick and Jane" books to start them on the path to reading. Because most students have some reading proficiency, they work on "meaningful material" such as newspapers and magazines.

"Our tutors don't just teach reading and writing skills, they also teach cultural things and how to be part of a community.

Volunteer Effort

All of the teachers in the Eagle County Literacy Program are volunteers. Prior to placement with a student, a volunteer must complete 12 hours of program-sponsored training which includes subjects such as teaching techniques, language skills and life skills.

Although many of the students are Spanish-speaking, tutors do not have to be. "You can teach someone English without knowing the native

Continued on PAGE 20

What taxpayers spend

PROGRAM	ANNUAL COST
Maintain each prison inmate	$18,500
Welfare cost per recipient (including Medicaid, food stamps)	9,823
Per pupil cost of K-12 education	4,633
Adult basic education per pupil	($60 to 200)

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The silent problem

FROM PAGE 12

tongue," she maintained. As a matter of fact, Gray said students often enjoy teaching a bit of their language to the tutor.

In general, Gray said the volunteers are amazed by the commitment of students. "Adults come with a high degree of motivation, so it is not as hard (to teach reading) as it seems."

Part of the motivation is the distress a functionally illiterate adult experiences in our culture. Gray pointed to the student who was so excited about a car purchase because for the first time he could read the contract. "Before, he would sign without knowing what something said.

"A number of our students have developed nice relationships with their tutors," she continued. Gray said there are a number of moments of deep satisfaction between both student and tutor. She pointed to a young man who came into the program with fourth-grade reading skills who worked up to ninth-grade skills. "He said to me, 'I've just read my first novel and it was really neat.'"

Family Literacy

The newest effort for the Eagle County Literacy Group is aimed at one of the most haunting aspects of illiteracy – its intergenerational nature.

"What you find is if parents have low level literacy skills, their children will have low level literacy skills," Gray said.

She noted studies have shown that kids who have not been read to regularly begin school will 50 percent less vocabulary. "It's hard for those children ever to catch up."

Beyond the educational consequences, Gray said parents who do not read to their children are missing a very enriching activity. "Sharing books is also an opportunity to share ideas."

In an attempt to break the cycle, the literacy program is offering a three-week session called "A Family of Readers." The program is open to all and will be held at the Avon Library. Parents will be taught techniques for reading to their children and will receive free books.

Sessions will be taught by Mingon Soto and will be held Mondays and Wednesday, April 5-21, from 11 a.m. until noon.

As time goes on, Gray hopes to reach more and more students and offer more and more programs to address literacy needs in Eagle County.

"I think that is the best part of the program – the way it is growing," she concluded.

Eagle County Volunteers for Literacy offices are located at the Warner Professional Building in Eagle-Vail. The office phone number is 949-5026.

Dwindling prospects

In 1989, adults lacking a high school diploma made up 25 percent of persons seeking work through the Colorado Department of Employment. A Colorado State Library study found that such persons were:

- ✓ Almost twice as likely to live below the poverty level.
- ✓ More likely to be unemployed.
- ✓ In households earning only 75 cents for every dollar earned by more literate households.

In Colorado, 80 percent of prison inmates read below a 9th grade level. More than half (55 percent) lack a high school diploma or GED.

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Arts & Entertainment

Vail Daily / Scott Martin

Tom Hopkins, left, and Steve Miller auction an item during last year's Vail-Eagle Valley Rotary Club Charity Auction. This year's event is set for this Friday.

17th annual Rotary Auction set for Friday at Radisson

By Randy Wyrick
Daily Staff Writer

One of the most successful annual fundraising events in the Vail Valley is gearing up for its 17th consecutive performance on Friday.

The 17th Annual Charity Auction, sponsored by the Vail/Eagle Valley Rotary Club is set for March 5 at the Radisson Resort Grand Ballroom.

In the past 16 years, the event has raised close to $1 million, which has all been returned to the community in the form of scholarships, unique projects and financial assistance for charitable organizations.

This year, the bulk of the money raised will go to Eagle County Volunteers for Literacy, Eagle County Drug Abuse Resistance Education (DARE) and the emergency phone installation on Highway 24 between Minturn and Leadville.

Last year, local business people donated more than $100,000 in merchandise to the project, a total publicity chairman Steve Miller expects to equal or surpass this year.

"As of Monday, we were at $80,000 worth of product, and we expect another $15,000 to $20,000 through the end of the week from people who put off donating or haven't been contacted yet," said Miller. "Anyone who still wants to donate should get in contact with us as soon as possible."

Among this year's stuff is:

- A stocks portfolio management package donated by a Philadelphia man. Miller says that in 1992, the broker's clients enjoyed a return rate of 38 percent on their investments. The broker uses a new management computer program called Quantum, which is exclusive to Prudential, and he is donating all the management fees for a year on a $40,000 portfolio.
- A vacation package at the Phoenician in Phoenix, Ariz.
- Ski passes from Vail and Arrowhead, as well as rounds of golf at the Vail Golf Course and Arrowhead.
- A vasectomy from the Vail Valley Medical Center.
- Airline tickets for two from American Airlines, to anywhere they fly in the continental U.S.
- A gas log fireplace insert from Public Service.
- A Cascade Club gold family membership.
- All kinds of restaurant certificates, skis, skiwear

Please see Auction page 7

Auction

From page 6

and gear, and domestic cleaning packages ranging from carpet cleaning to maid packages.

The entire event will be televised live on Channel 23 from 5 to 10 p.m. Friday, and participants can call in their bids at 476-7247.

A $5 admission includes free hors d'oeuvres, live entertainment and bidding paddle. A cash bar is also available.

Doors open at 3 p.m. with silent auction beginning at 4 p.m. and live auction at 5 p.m.

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Gray furthers cause of black and white

[illegible] granted, but someone you know might feel the shame of being unable to sign his or her name or read a job application.

Some are good at hiding the fact, never changing their daily routine for fear of being discovered. It could be your neighbor, it could be a co-worker.

In August 1990, Eagle County, with the help of the Colorado Department of Education, started the Eagle County Literacy Project. When it came time to find someone to run the thing, Colleen Gray stepped up and claimed the job. With a degree in education, several years of Spanish, and strong organizational skills made her the perfect candidate.

Though some of the Eagle Literacy Project's [illegible]e from the department of education, it's not enough to keep the program afloat. She makes up the difference with fundraisers like book sales and adult read-a-thons. She's currently mapping out a spelling bee that would feature the talents of local celebrities.

The original literacy program was supposed to cover Red Cliff, Avon, and Edwards, but under Gray's guidance the project is expanding its services to the towns of Eagle and Gypsum.

"A big motivational factor for people to get involved is when they have kids start school and they can't help them read or can't help them with their homework," Gray says. "This program helps break down this kind of inter-generational literacy. We get calls all the time now. It's successful when students are coming to you without recruiting, when students are recruiting other students."

Although she's only paid to work 25 hours a week, she ends up volunteering many more hours to get the job done. She's also trying to raise three young children of her own.

In the program's first year she recruited 25 volunteer tutors to work with as many students. Now in its second year, the program boasts approximately 60 to 70 tutors and more than 70 students. Each literacy tutor needs 12 hours of training, which Gray administers through workshops.

One of her favorite success stories regards a student in middle management, a purchaser for his company. He worked 11-hour days, three extra hours each day to compensate for his deficiency. At night he would take home paperwork for his wife to read to him.

With the help of a tutor the man went from reading at a fourth grade level to ninth grade level, and he was able to save his job.

Gray stresses that nothing could happen if it weren't for the tutors, but what she doesn't say is that she's the one who makes sure everything gets done. She's the driving force behind helping adults in the valley learn to read.

"It's amazing what she accomplishes and doesn't get bogged down," says one of the program's original tutors. "She brings a certain playfulness to her work, and makes it all look so easy when it really is not."

– JIM SCHNEBLY

Furthering the cause of literacy – Colleen Gray puts in far more than her paid 25 hours per week to help people learn how to read and write. She also has three children to take care of. Photo by Jim Schnebly.

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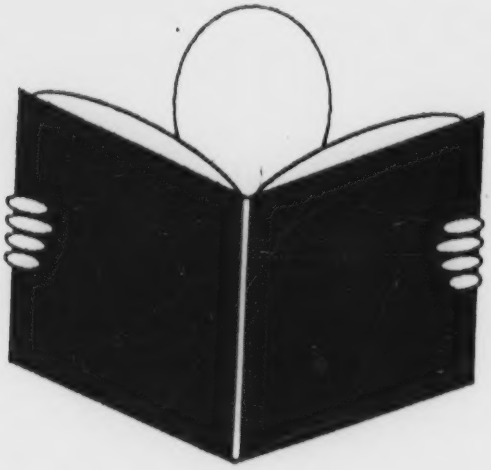
PEOPLE WHO MAKE THIS A BETTER PLACE TO LIVE

Adults
Learn to Read!
Free!

Call Colleen 949-5026
or Janet 328-2380

Eagle County Volunteers for Literacy



In the United States, one in five adults is unable to read or write. One in three adults is "functionally illiterate", meaning they cannot read the warning on a medicine bottle, cannot read notes sent home from school, cannot fill out a job application, and cannot maintain a checkbook.

Eagle County Volunteers for Literacy is looking for volunteer tutors to work with adults who have these low reading skills or who are unable to speak English.

An Orientation Meeting for people who may be interested in becoming tutors will be held Wednesday, November 18th, from 7:00 p.m. to 10:00 p.m. at Colorado Mountain College in Eagle. Please call Janet at 328-2380 for more information.

In Colorado, many adults are unable to read a menu, read an apartment lease, or read a newspaper. These illiterate adults have trouble holding jobs and are very likely to have children who are also illiterate.

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In the United States, many adults are unable to rea . The economic implications of illiteracy are staggering. The direct cost to businesses and taxpayers is $225 billion year. Errors, accidents, and turnover of employees due o illiteracy costs $20 billion a year. Remediation and equipmenbt repair in the military due to illiteracy is estimated at millions of dollars a year. And 60% of the American prison population is functionally illiterate.

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America has a growing handicap in illiterate adults. Present evidence indicates that millions of Americans do not have the minimal skills necessary to function in our society. These people cannot read to their children or help them with their homework. More than one-fifth of the adult popultation in the U.S. cannot read. And the increasing number of refugees, illegal immigrants, and young people who drop out of high school are adding to this problem.

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America's economic growth and its ability to compete internationally may decline as the number of illiterate adults needing assistance increases. These people lack the ability to add to the nation's productivity. They cost taxpayers billions of dollars a year in unemployment, welfare, etc.

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The quality of our nation's armed forces and our defensive capabilities may decline as the literacy level of new recruits drops. According to figures released by the Defense Dept., one-third of new recruits read only at or below the 8th grade level.

The quality of our democratic government may decline as increasing numbers of Americans, unable to read a ballot or a newspaper fail to vote or fully exercise their political choices.

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An Orientation Meeting for people who may be interested in becoming tutors will be held Wednesday, November 18th, from 7:00 p.m. to 10:00 p.m. at Colorado Mountain College in Eagle. Please call Janet at 328-2380 for more information.

Short piece for the Vail Daily

Risks to public health and worker safety may grow as the number of people who cannot read warning signs increases. At this time, approximately 15 million illiterate jobholders or 15% of the workforce are uanable to read the poison warnings on chemical containers.

As our technological, information-oriented society gets more complex and demands ever greater skills, the number of functionally illiterate adults will also grow.

Eagle County Volunteers for Literacy is looking for volunteer tutors to work with adults who have these low reading skills or who are unable to speak English.

An Orientation Meeting for people who may be interested in becoming tutors will be held Wednesday, November 18th, from 7:00 p.m. to 10:00 p.m. at Colorado Mountain College in Eagle. Please call Janet at 328-2380 for more information.

ABC Times, E.V. Enterprise + Vail Trail, early Nov.

Eagle County Volunteers for Literacy is looking for volunteer tutors to work with adults who have low reading skills or who are unable to speak English.

An Orientation Meeting for people who may be interested in becoming tutors, will be held Wednesday, November 18th, from 7:00 p.m. to 10:00 p.m. at Colorado Mountain College in Eagle. Please call Janet at 328-2380 for more information.

It is estimated that in the United States, one out of five adults is unable to read or write. And one in three adults is "functionally illiterate", meaning that their reading skills are so low that they cannot read the warning on a medicine bottle, read notes sent home from school, fill out a job application, or maintain a checkbook.

The economic implication of illiteracy to businesses and taxpayers is $225 billion per year! And in the adult prison population, 60% of the inmates are functionally illiterate.

Parent to child reading is the single most important activity for the ultimate literacy of the child. 75% of unemployed adults lack the basic skills to get a job. One third of mothers on public assistance are functionally illiterate. One study estimates that 56% of Hispanic adults in the United States are illiterate, compared to 16% of white, non-Hispanic adults.

Yet Colorado is the only state in the union that does not have funds available for adult basic skills education. So all of our reading tutors are volunteers. We constantly need more people to give of their time, to give another adult a better future!

If you have any questions about Eagle County Volunteers for Literacy, or the Orientation Meeting, please call Janet Rivera at 328-2380.

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Public Service Announcements - Newspaper

1.) In United States, one out of five adults in unable to read or write. One in three is functionally illiterate, meaning they are unable to clearly understand notes from teachers or warnings on cleaning products. If you are married to one of these people, call the Literacy Volunteers at 949-5026 or 328-2380. Our service is free!

2.) Does you child read better than you? Are you unable to help him with his homework? Are you unable to read her school newsletter? Then call the Literacy Volunteers. Ask for a free tutor to help you learn to read better! Call 949-5026 or 328-2380. We can help! And our service is free!

3.) We all know the business of America is business. However, people who can't read are a part of the business. Get help for you employees who can't read or speak English. Our service is free, convenient and confidential. Eagle County Volunteers for Literacy has trained tutors ready to help. Call 949-5026 or 328-2380.

4.) Businesses spend thousands of dollars each year retraining employees who can't read well. But the literacy providers of Eagle County can help cut this cost by teaching your employees to read better. Call Eagle County Volunteers for Literacy at 949-5026 or 328-2380. We are working hard for a more literate Eagle County!

5.) It's never too late! If you have a friend who can't read as an adult, you probably assume he never will. But, you're wrong! There are many reasons why a person may not have learned how to read during his childhood education. But there are no reasons why he can't learn now! If you know an adult who cannot read, call the Literacy Volunteers at 328-2380 or 949-5026. Our service is free! It's never to late to learn to read!

6.) Reading to your children can be difficult if you never learned to read well. Yet, children who are not read to in the home often become poor readers themselves. To help your children, you need to help yourself first! It's never to late to improve your own reading skills. And it's a joy to share this with your children. Call the literacy volunteers at 328-2380 or 949-5026. Our service is free!

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7.) Parent-to-child reading ranks as the single most important activity for the ultimate literacy of the child! If one of your relatives can't read to his or her child, then probably, the child will not become a good reader, either. Break the cycle! Adults can learn to read! Tell your relative of our free one-to-one tutoring. Call the literacy volunteers at 328-2380 or 949-5026.

8.) Do you know people who are unable to read a newspaper, fill out a job application form, maintain a checkbook or understand a warning label on a bottle of medicine? If so, you are not alone. Hundreds of adults in Eagle County have the same problem. But they can get free, confidential help. It is never too late to learn! Tell them to call the literacy volunteers at 328-2380 or 949-5026.

9). Businesses - do you have employees that can't read? It is estimated that 15% of the workforce are unable to read well enough to read the poison warnings on chemical containers. This risk to public health and worker safety is growing, but you can help to halt that trend in Eagle County. If your workers don't read well, or can't read in English, we can help! Our free service is confidential. Call Eagle County Volunteers for Literacy at 328-2380 or 949-5026.

10.) Do you know someone who can't read his apartment lease or a driver's license manual? He can read many things, but other everyday memos and reports are too hard. He is probably one of many Coloradans, who is considered functionally illiterate. He can read, but not well enough to function completely in our print-oriented society. Tell him about the literacy volunteers. We teach many people to read, but we also teach many more how to read better. Call us at 328-2380 or 949-5026.

EAGLE COUNTY VOLUNTEERS FOR LITERACY
PO BOX 608 MINTURN, CO 81645 303-949-5026

Vol. 1 Quarterly Newsletter 1992 No. 5

Assistant Program Coordinator Hired

Janet Rivera has been named the new assistant program coordinator. One of the Board's goals was to hire an assistant for some time to coordinate efforts in the western end of the county but limited funds prohibited hiring a person. Janet's position is now funded through start-up dollars from the Colorado Rockies Prevention Program and a Library Services and Construction Act grant.

Janet, who has five years of experience working with low-level adult students, is also the adult basic education instructor at Colorado Mountain College and on the board of Eagle County School District RE-50J. A mother of three, Janet is very concerned about education in our county. She can be found at Colorado Mountain College-Eagle on Fridays. Her phone number is 328-2380.

You're Invited! Literacy A Rocky Mountain High

Literacy Volunteers of America will be holding their national conference in Denver on November 5-7 at the Sheraton Denver Tech Center. The keynote speaker is Curtis G. Aikens who learned to read when he was 26. Today, he's a popular television personality featured nationally on ABC's "Home" Show, a spokesperson for PPI Del Monte Tropical Fruit Co., a well-known TV figure as Atlanta's "Garden Grocer," and a syndicated columnist and book author.

If you would be interested in attending any or all of the conference please call Colleen. There are over 65 workshops for basic literacy tutors, ESL tutors, basic literacy workshop leaders, board of directors, learners and program managers. The registration deadline is October 5, so call soon.

Mountain Regional Training Set For Oct. 10

Volunteer tutors are encouraged to attend the Mountain Regional Training to be held October 10 at Colorado Mountain College-Vail Center. Learn about learning disabilities in the adult student, developing intercultural awareness: understanding latinos, English as a Second Language language acquisition and writing techniques, and whole language and adult learners. A sack lunch is available for $6,00 and must be requested with preregistration. Call Colleen at 949-5026 for more information.

PROFILES

THANKS TO ALL

Colleen was featured in the Vail Trail on September 4, 1992 as one of eleven "People who make this a better place." .Although the article highlighted individuals from our community, the success of the literacy program is a result of the hard work volunteer tutors and others contribute to promoting literacy. Thanks for giving so much to our community and our adult students.

LSCA FUNDING

The literacy program has been awarded $33,565 for grant period October 1, 1992 to September 30, 1993 through a Library Services and Construction Act grant. This grant which is administered by the U.S. Department of Education will be used for administrative costs, student and tutor materials, office rent, travel and supplies.

Board Membership

Deborah Worley has joined the literacy board. Deb brings the perspectives of a volunteer tutor to the board as well as organizational talents. A former IBMer, she knows how to get things done and was instrumental in organizing the first annual book sale.

Resource Materials

Resource materials (see attached list) have been moved to the Avon Library-City Market for easier access and are available for check out. Teaching materials are kept in the literacy office at the Warner Professional building. If you need additional materials call Colleen or Janet as we will be ordering for the new project period.

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Vol. 1 Quarterly Newsletter 1993 No. 6

VOLUNTEERS

you can tell Alpine Bank how to spend $20,000. Alpine Bank is thanking local organizations for making it the largest locally owned bank group in western Colorado. They want the name of your favorite organization, its address, telephone number and a contact and how they "WE" benefit others. Alpine Bank asks that you limit your request to $500 or less. Bring or send your written suggestion to your hometown Alpine bank before 3 p.m., Monday, February 1st. On Friday, February 12th, they'll announce the names of the cash recipients.

BOARD MEMBERS WANTED

Eagle County Volunteers for Literacy program is in need of new board members. We need individuals who will help the program continue to provide literacy education for individuals not being served by other educational programs through networked community volunteer efforts and resources. Board members direct the literacy staff, oversee the budget and are responsible for fund raising. If you are interested in becoming a board member call Deborah Worley, President Pro Tem at 845-8945.

VOLUNTEER TUTOR TRAINING

The Adult Basic Education Denver/Metro Mini-conference is coming up so mark your calendars! Lesson Planning, Cultural Diversity, GED Preparation, ESL Techniques, Literacy Instruction, Small Group/Individual and Material Review Workshops are being offered for volunteer tutors. In addition, a professional teacher track is being offered for .5 CDE Renewal Credit.

The mini-conference is scheduled for Saturday, March 13, 1993 at Arapahoe Community College. If you're interested in attending call Colleen at 949-5026.

An orientation session for new volunteers will be held on February 3 at Colorado Mountain College-Eagle Center from 7-10 p.m. Please call Janet at 328-2380 if you have questions.

TEACHING TIP

Tutors helping to improve their students writing might want to try these writing assignments that are guaranteed to stimulate students' imaginations:

Give each student a want ad which to create a story.

Hand out picture postcards; ask students to place themselves in that setting.

Use postcards; ask students to speak as though they are an object in the postcard.

Have students tell a past experience in the present tense.

PROFILES

STUDENT/TUTOR PROFILE

Our student/tutor profile is about Annette Higgins and her students. For over a year, Annette has been working with a group of students at the Benchmark Trailer Park in Avon. She began with a woman named Lena and her friend Ramoncita but the group was sometimes joined by their friends and relatives throughout the year. Now reports Annette the group consists of four: Lena, Ramoncita, her grandson Edgar and Olga.

Annette says her students are concerned about "doing it right" and have a strong interest in grammar. She finds her students supportive of one another and when a student misses, for example, he/she has gotten the assignments from others in the class.

Annette's work as the assistant administrator at the Steadman Hawkins Clinic has provided medical forms for lessons and as a practical exercise, she had her students call the clinic and leave messages on the answering machine and talk to the receptionists.

Ramoncita and Lena, who work as maids, can now express their aches and pains by saying the expression "Oh, my aching back!"

Thank you Annette for all your hard work and congratulations to your students who have made so much progress.

BOOKS AND MATERIALS

Please return any books or materials to the literacy office or Avon Library that you are no longer using. We can always find another home for them.

THANK YOU SHIRLEY WELCH

Thank you and appreciation go to Shirley Welch who served on the literacy board since July 1990. Shirley who recently resigned to pursue other interests has been the Board Secretary. Thank you for supporting the literacy program and giving of your time. Also congratulations on the publishing of your first novel.

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Vol. 1 Quarterly Newsletter 1993 No. 8

WELCOME

Kevin Oland is our newest board member. Kevin is interested in improving literacy skills in Eagle County. As a supervisor for B & B Excavating in the summer months, he was shocked at the poor skills of young people seeking employment with his company. Many of them had difficulty filling out the job application. He is committed to raising the literacy level of adults in Eagle County. Besides wearing a B & B cap, Kevin is a ski instructor during the winter months. Welcome, Kevin and we are pleased to have you add your perspective to our board agenda.

LSCA FUNDING SECURED

The literacy program received high marks on the Fiscal Year 93 grant proposal and has received $34,950 for grant period Oct 1, 1993 to September 30, 1994. The grant covers salary and wages, travel, office supplies, library materials and operational costs.

A SPECIAL THANKS!

Colleen and the Board of Directors would like to thank Julie Jackson and Mindy Kittay for their help in producing the annual fund raising letter. Their knowledge of computers assisted in getting the letter out in a timely fashion.

FOCUS IN TRAINING

Dec 3 Orientation for New Volunteer Tutors-CMC, Eagle 6-9 pm
CMC, Vail 6-9 pm

Dec 4 Inservice Training for New and Experienced Tutors-Eagle County Ambulance District-Hwy 6, Edwards
(Edwards Exit-Through Traffic Light Right on Edwards Village Blvd)

9:30-10:30	Lesson Planning and Learning Styles with Janet Rivera
10:30-11:00	Break and Refreshments—Sharing with Current Tutors
11:00-12:30	Teach Writing and Reading through Language Experience Approach with Janet Rivera
12:30-1:30	Lunch Break
1:30-4:00	Teaching English as a Second Language with Colleen Gray

Come to all the training sessions or just one. Meet new and experienced tutors from both ends of the county.
Please R.S.V.P. to Colleen at 949-5026 or Janet 328-2380
Bring a Sack Lunch

Dec 10 Sheltered English 8:30-9:30 a.m. EVHS
Sheltered English is a process, an instructional approach that can be used to make academic instruction in English understandable to students of limited English proficiency. S.E.T. uses props, visuals, media and body language as clues to clarify the meaning of new words and ideas.

ENCOURAGING YOUNG READERS

Arlene Quenon, a literacy volunteer in the Eagle/Gypsum area, is working with a non-English speaking student named Lydia. Arlene takes new reader books from the Eagle Library to teach Lydia to read to her daughter, and then leaves the book with the two of them to share during the week. Now, on Monday nights, when Arlene is expected, the little girl toddles to the door to watch for her. When Arlene appears, the smiling face looks up and says one of the only English words she knows, "Book! Book!"

TUTOR TIPS

Jeannette Bauer shared this tutor tip with us. Her young adult male student was not interested in learning to read any magazines, books or newspapers. His reading level was about second grade and his interests were in pick-ups, rodeos, ranching, truck driving, etc. Finally, Jeannette came up with just the thing to get him to learn to read—the words to country music songs! Her student knew all of the songs and he really enjoyed understanding these words in print for the first time!

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STUDY SAYS HALF OF ADULTS IN U.S. CAN'T READ OR HANDLE ARITHMETIC

Nearly half of the nation's 191 million adult citizens are not proficient enough in English to write a letter about a billing error or to calculate the length of a bus trip from a published schedule, according to a four year Federal study of literacy in America (The New York Times, 9/9/93). Insufficient education and a growing number of adults whose first language is not English were important reasons the scores were so low, according to the study conducted by the Educational Testing Service, the New Jersey company that administers the Scholastic Aptitude Test for college admissions and other standardized tests.

In releasing the study, the Education Department called for a comprehensive approach to solutions, involving businesses, schools and community groups. Eagle County Volunteers for Literacy are doing their part. We have tutored nearly 70 students during grant period October 1, 1992—September 30, 1993 and have nearly 50 students in the program right now!

ENGLISH AS A SECOND LANGUAGE ACTIVITY

Interest Grabbers

Word matching is played like Concentration—players put the cards face down in rows, then take turns trying to find two matching cards. This is a low-key activity that is a very good way to reinforce vocabulary.

Pre-literate students: Make two sets of the picture cards for each group of students playing. Make sure students know the vocabulary before beginning to play. To make a match, the students have to say the name of the occupation correctly.

Beginning students: Make a set of the picture cards and a set of the word cards for each group of students playing. The students have to match the word to the picture.

Intermediate/Advanced Students: First, discuss the reasons for alternate terms for some common job names. These are: a) dignity for the worker, i.e. "maintenance worker" as opposed to "janitor," b) gender equity, i.e. a woman police officer, 3) accuracy, i.e. an oral surgeon does different work than a dentist. Next show the list of these alternate terms (scramble them first) on the board or overhead and ask students to match them to the more common job titles.

To play the card game, make a set of the common terms and a set of the alternate terms for each group of students playing. To make a match, the students have to pair the common name with the alternate one.

truck driver	transport operator
secretary	office assistant
waiter	food service worker
janitor	custodian/maintenance worker
plumber	sanitation engineer
farmer	agricultural businessman
pilot	aviator/flight engineer
dishwasher	kitchen staff
carpenter	builder
musician	entertainer/composer
soldier	military personnel
fireman	firefighter
artist	graphic designer
nurse	hospital staff
seamstress	dressmaker/garment worker
waitress	food service worker
policeman	law enforcement officer
mechanic	auto repair technician
dentist	oral surgeon
doctor	physician

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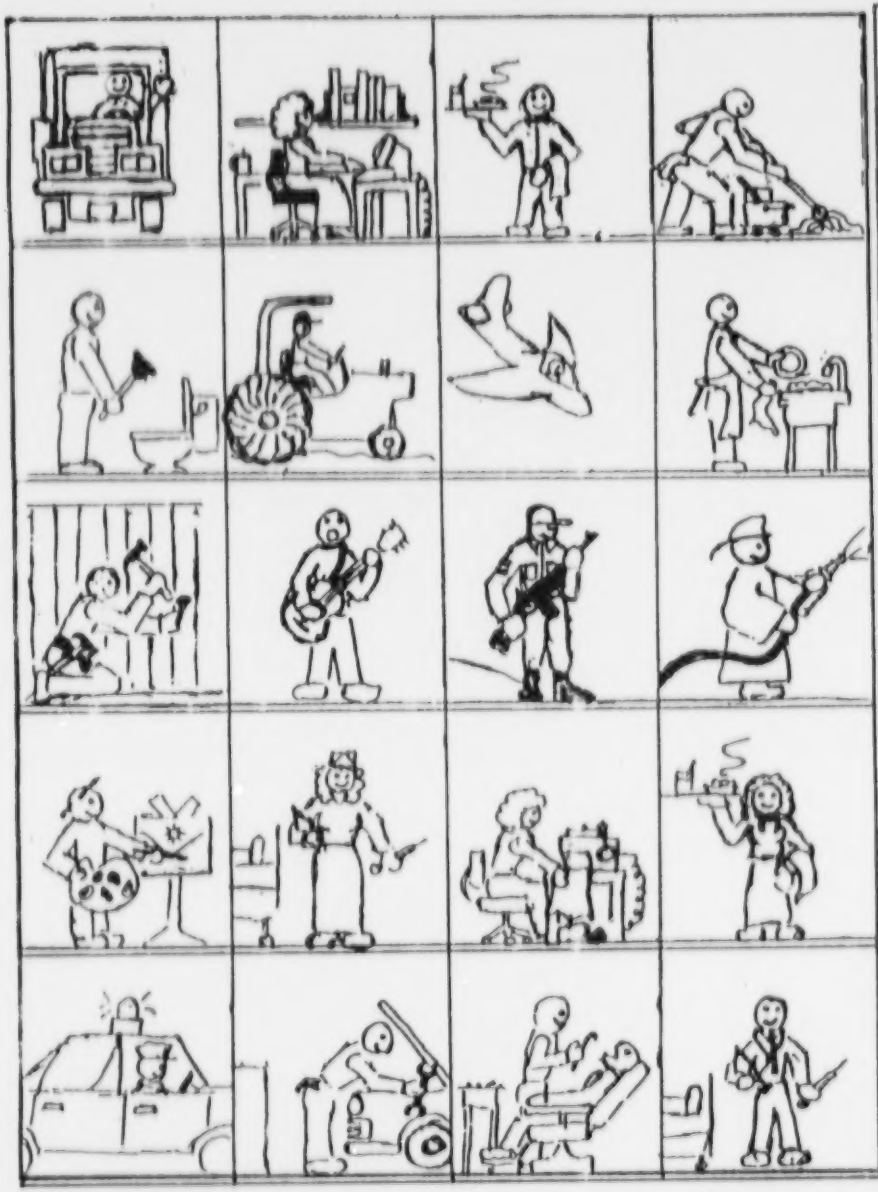

truckdriver	secretary	waiter	janitor
plumber	farmer	pilot	dishwasher
carpenter	musician	soldier	fireman
artist	nurse	seamstress	waitress
policeman	mechanic	dentist	doctor

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DIRECTOR'S EVALUATION

The purpose of this evaluation is:

1. To provide the director with feedback and direction from the board.

2. To provide both overall and specific performance ranking as related to the job description.

3. To identify areas of strength and areas that need improvement.

Please rate the director in the following manner (1-5). Identifying both strength(s) and weakness or area for improvement in each area is important and necessary. Please be specific. Comments are optional.

1--Excellent
2--Satisfactory
3--Needs Improvement
4--Unsatisfactory
5--Cannot be appraised, insufficient information.

Part I. General Leadership and Organization Abilities

1. The director's relationship with the board. (1) 2 3 4 5

Strengths: The director keeps the board informed of day to day activities and fundraising needs.

Weaknesses:

Comments:

2. Communication Skills with the Board (1) 2 3 4 5
the staff 1 (2) 3 4 5
the community (1) 2 3 4 5

Strengths:

Weaknesses:

Comments:

3. Organization of Meetings 1 (2) 3 4 5
Materials (1) 2 3 4 5
the Program (1) 2 3 4 5

Strengths: Tutor materials are good and we have an adequate supply.

Weaknesses:

Comments:

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1--Excellent
2--Satisfactory
3--Needs Improvement
4--Unsatisfactory
5--Cannot be appraised, insufficient information

4. Sets and Meets Goals consistent with Board Priorities. (1) 2 3 4 5
Strengths: With the help of the Technical Assistance Center in Denver, we conducted a Strategic Planning Session 12/92 to establish goals and priorities. Board and staff are in concert with mission, objectives, plans, etc.
Weaknesses:

Comments:

5. Reliability 1 (2) 3 4 5

II. Duties and Responsibilities

1. Public Relations 1 (2) 3 4 5
Strengths: Colleen has established contacts with media. They are willing to place PSAs in the paper or on the air.
Weaknesses:

Comments: Radio spots currently running. Good PR relative to fundraising. We're working on more newspaper articles.

2. Student/Client Recruitment (1) 2 3 4 5

Strengths:

Weaknesses:

Comments:

3. Volunteer Recruitment (1) 2 3 4 5

Strengths: We have successfully matched tutors with students. There has not been a volunteer shortage in the three year history of the program.
Weaknesses:

Comments:

4. Budget and Grant Proposals. (1) 2 3 4 5

Strengths: Colleen's grant proposals have scored high marks and we have consistently received funding. We were the top choice of the Eagle-Vail Valley Rotary CLub.
Weaknesses:

Comments: Colleen needs to look at other funding sources.

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1--Excellent
2--Satisfactory
3--Needs Improvement
4--Unsatisfactory
5--Cannot be appraised, insufficient information.

5. Training Programs for Tutors 1 2 3 4 5
Students/Clients 1 2 3 4 5

Strengths: The quality of the materials is excellent.
Weaknesses: Tutors like LVA's Tutor and I Speak English. Other materials have gotten high marks from volunteers because they are easy to use.
Comments:

6. Materials: 1 2 3 4 5

Strengths:

Weaknesses:

Comments:

7. Evaluation: Program 1 2 3
Client Progress 1 2 3
Tutors 1

Strengths: Program awareness exists in the community. more tutors are involved than ever. Students come to the program through word-of-mouth and agency referrals.
Weaknesses:
Comments: Client progress needs to be more systematically tracked. Need to make a concerted effort to get students tested sooner. Tutors are

Other Comments & Observations

Colleen has done an outstanding job of using volunteer manpower to tutor over 74 students. Volunteers have also given 120 hours to collect, sort and sell books at our annual book sale.

Signature: D.M.Worley Date: 9/15/93
Board President

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1--Excellent
2--Satisfactory
3--Needs Improvement
4--Unsatisfactory
5--Cannot be appraised, insufficient information.

5. Training Programs for Tutors 1 2 3 4 5
Students/Clients 1 2 3 4 5

rengths: The quality of the materials is excellent.
Tutors like LVA's Tutor and I Speak English. Other materials
Weaknesses: have gotten high marks from volunteers because
they are easy to use.
Comments:

6. Materials 1 2 3 4 5

Strengths:

Weaknesses:

Comments:

7. Evaluation Program 1 2 3
Client Progress 1 2 3
Tutors 1

Strengths: Program awareness exists in the community.
more tutors are involved than ever. Students come to the
Weaknesses: program through word-of-mouth and agency referrals.
Comments: Client progress needs to be more systematically
tracked. Need to make a concerted effort to get
students tested sooner. Tutors are

Other Comments & Observations

Colleen has done an outstanding job of using volunteer manpower to tutor over 74 students. Volunteers have also given 120 hours to collect, sort and sell books at our annual book sale.

Signature: D.M.Worley Date: 9/15/93
Board President

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PROGRAM ASSISTANT EVALUATION

The purpose of this evaluation is:

1. To provide the program assistant with feedback and direction from the director

2. To provide both overall and specific performance ranking as related to the job description.

3. To identify areas of strength and areas that need improvement.

1--Excellent
2--Satisfactory
3--Needs Improvement
4--Unsatisfactory
5--Cannot be appraised, insufficient information

Part I

1. Communication skills with tutors 1 (2) 3 4 5
   students (1) 2 3 4 5
   staff (1) 2 3 4 5

Comments: Janet is sometimes difficult to reach because she only has office hours one day per week.

2. Organization of materials (1) 2 3 4 5
   time (1) 2 3 4 5

Comments: Janet's knowledge of Adult Basic Education materials is excellent.

3. Recruitment of students (1) 2 3 4 5
   tutors 1 2 (3) 4 5

Comments: Janet is experiencing difficulty in recruiting tutors from the Gypsum area. It may be that most people in that area work 30 miles east and are not available.

4. Matching student/tutor 1 (2) 3 4 5

Comments:

5. Evaluation of tutors (1) 2 3 4 5
   students (1) 2 3 4 5

Comments: Janet is able to share her expertise as an Adult Basic Education instructor with tutors.

6. Training (1) 2 3 4 5

Comments: Janet's first hand experience with low level learners has assisted in training new volunteers. She is an excellent resource for tutors.

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